

Micro-Credentials in Delaware

Micro-credentials

Micro-credentials are a way to verify an individual's competence in a specific skill or set of skills. There are several elements that make micro-credentials a unique learning opportunity.

Micro-credentials are:

- Competency-based - articulate a discrete skill to support educator practice
- Evidence based - learner must demonstrate mastery via evidence submitted and reviewed by trained evaluators
- Self-directed - learner determines how they learn the required concepts and strategies
- Research-backed - grounded in sound research that illustrates how the competency supports student learning
- Job embedded - requires implementation and application in the learner's educational environment
- On demand - available online anytime, anywhere

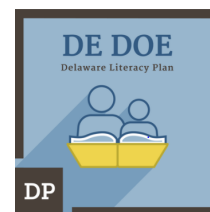
The components of a micro-credential include:

- Competency
 - Identifies and describes the research-backed skill or practice the educator will be demonstrating
- Method
 - Identifies the specific research-backed method of achieving the competency. By employing this method, the educator can demonstrate the research-backed skill or competency
 - Elaborates upon the key method, including a description and/or actionable steps or strategies for demonstrating the competency. This is the basis for the artifact submission that is later assessed according to the evaluation criteria
- Research
 - Substantiates the effectiveness of the competency and key method
- Resources
 - Includes any resources that might aid or support the teacher as they build the competency
- Submission Criteria
 - Part 1 - Overview Questions allow educators to provide context for the evidence they are submitting for this micro credential
 - Part 2 - Evidence describes artifacts potential earners must submit as evidence towards demonstrating competency for the micro-credential.
 - Artifacts can be video, photographic, textual, or any other appropriate medium for demonstrating competence

- Part 3 - Reflection asks educators to reflect on what they've learned while completing the micro-credential, how the incorporation of the competency has affected their current practice, or how the attained competency might impact their practice in the future
 - Could also include student reflections on a specific lesson or activity
 - Could provide additional context for the artifacts submitted by the earner in the evidence section
- Scoring Rubric
 - Each artifact is assessed according to a rubric defined by the micro-credential developer

Delaware Early Literacy Micro-credentials

DDOE (Curriculum, Instruction and Professional Learning/Digital Learning) has partnered with Digital Promise to build a micro-credential pathway for professional learning as part of the Delaware Literacy Plan. This partnership creates a competency-based option for developing and recognizing Delaware's teachers for their skills in literacy education.



Literacy and content experts from Delaware schools, institutes of higher education, and the Delaware Department of Education engaged in learning with Digital Promise to become developers and assessors of 29 high-quality micro-credentials organized into 7 stacks. These micro-credentials support educators as they develop skills and acquire knowledge aligned to cognitive reading science to improve professional practice that promotes student success in the area of early literacy.

DE Early Literacy Micro-credential Stacks:

- Meeting the Literacy Instructional Needs of Every Learner
- Universal Design for Learning
- Foundational Skills
- Decoding and Word Recognition
- Vocabulary
- Comprehension
- Writing